Improving speaking skill through hypno-teaching in Islamic boarding school

Tri Wintolo Apoko[1], Maulana Yusuf[2]

Universitas Muhammadiyah Prof. Dr. Hamka[1]
MAS Ummul Quro Al-Islami[2]
[1]Email: triwin_apoko@uhamka.ac.id

Abstract – Hypno-teaching is one technique used by teachers to overcome students' problems in the teaching and learning activities such as anxiety, fear of speaking, and low motivation. The purpose of this study was to examine how hypno-teaching can increase speaking skill of the eleventh-grade students and how students respond to the use of hypno-teaching in learning speaking skills. This study used classroom action research on the second semester students with a total of 32 participants. This research was conducted at the Ummul Quro Al-Islami Islamic Boarding School. The researchers used several instruments to collect data such as observation, speaking test, and interview. The Interviews were conducted by randomly selecting 7 students and an English teacher. The results of the meetings of the three cycles in this study showed that there had been an increase in speaking skills in each cycle through speaking test assessments, student responses from interviews and teacher, and attitude assessments. Students responded that hypno-teaching could increase their motivation and confidence in speaking. Researchers also found that using hypno-teaching could motivate learning English and effectively improve their English-speaking skills. It is thus suggested that English teachers should motivate and encourage the students' enthusiasm in practicing English speaking.

Keywords: hypno-teaching; English learning; Islamic boarding school; speaking skill

1. Introduction

Nowadays, English has become an international language in which many countries encourage citizens to use it for the importance of language as a tool for global communication. It plays more important roles in many parts of life (Rao, 2019). It has been determined as the global language that encompasses many aspects of life such as business, politics, education, social, technology, science, etc. Thus, many people, especially students need to master English to accomplish a bright future. As a foreign language in Indonesia, English is a compulsory subject, and it is taught from elementary school until the university level.

There are four English skills required to be mastered by students such as listening, speaking, reading, and writing. Speaking is the most important skill as it is used as verbal communication that expresses someone's feelings and opinions (Ahmad, 2016).

There must be numerous daily life situations where people desperately need speaking, such as talking with someone, communicating via the phone, asking and giving directions, chatting, or meeting with friends. People spend their time mostly interacting with other people and each of these situations require a different text and context.

In the context of Senior High School level, teachers of English are aware about the importance of teaching English and it must be concerned with every single teacher to overcome the obstacles during teaching-learning English. Therefore, the teachers must have many strategies for their teaching better that will improve their teaching skills and can develop their students' English skills, mainly in using their spoken English.

In the curriculum 2013, it is mentioned that the passing standard requirement in senior high school is on the ability of students to apply correctly on the social function and text structure both oral and written transactional interaction that involve any information which is appropriate with the context. It means that the goal of teaching speaking in the classroom is to make students able to speak English in many contexts. Moreover, speaking skill is very important for senior high school students not only for speaking for daily activities but also for other matters such as education or business (Adawiyah, 2021). In addition, this skill is desperately needed to support their study at the university level. In this condition, the teachers realize that they must have the ability to teach English speaking in the classroom appropriately.

However, after interviewing one of the English teachers of senior high school at Ummul Quro Islamic Boarding School, it was found that the students' speaking skill ability was still unsatisfactory as it has been determined by the school for speaking competencies. In fact, the school is already equipped with the regulation for the students to speak English for daily communication. It was described that the minimum score that students needed to achieve in the speaking test at Ummul Quro Islamic Boarding School was 70. From the class of eleventh in the social science program chosen as the research class, there were only 12 students who passed it among 32 students.

According to the observation, there are some factors affecting to the problems of students' speaking in English. Firstly, the teacher noticed that the students could not remember anything to say in English due to the worries of making mistakes and were shy in their mind (Amoah & Yeboah, 2021; Wahyuningsih & Afandi, 2020) until they were unmotivated to express themselves or anything about the topic that they were discussing. This problem might happen as they did not have enough vocabulary to support their English skill (Tokoz-Goktepe, 2014) and were afraid of being laughed at by other students (Anam & Tantri, 2020). Secondly, the participation of students in the English class was very low. A class with a large number of members would give every student very little time to speak English. One student could dominate the whole class while others tried to listen to him and only had little opportunity to speak. The last problem is that the students' reluctance to participate in the activities or concentrate on the lesson. This matter might be appeared due to the difficulties of speaking faced by students.

Dealing with these problems, the researchers proposed hypno-teaching technique to overcome the problems. Hypno-teaching is derived from two words, they are hypnosis and

teaching (Yarni & Kusuma, 2022). It is then said that hypnoteaching is the application of hypnosis in the teaching and learning activities (Upu et al., 2020).

The problems faced by the students in learning English at Ummul Quro Islamic Boarding School might be solved by establishing the hypno-teaching. It is firstly found that most students usually face anxiety when they find themselves do not have any information and cannot tell something about the topic due to the lack of vocabulary. The anxiety could be from the bad experience in their childhood when people around them treat them badly for their mistakes such as laughing at them or even mocking them (Docena et al., 2023). Consequently, their mental psychology receives the message that making mistakes is embarrassing, hurting, and breaking their self-image. Hypno-teaching encourages the students to relax and reminds them that making mistakes while doing the task is normal (Upu et al., 2020). The students should realize that making mistakes will lead them to the right thing. One of the treatments in hypno-teaching to get rid of the anxiety of the students is by praising the students' performance although it is a poor achievement. Praising for their effort can cultivate self-esteem in their selves and can enjoy in accomplishing the task.

Secondly, the low participation of students in the classroom can happen because of the way how the teachers convey the materials. It is one of the main problems that influence the students' emotions during teaching-learning activity. They feel erratic about the activity brought by the teacher. Moreover, the teachers have no preparation for presenting the materials which actually can build fun learning due to the business of their tasks as the teachers have no creativity to make the teaching and learning fun. As a result, some students who are aware of the importance of the English language can enjoy teaching and learning and take more part to optimize their capability (Azhar et al., 2020), but others are not interested in the activity.

There are some relevant previous studies on the use of hypno-teaching for students' English-speaking skill. One study found that hypno-teaching technique could improve students' speaking skill in English where 43.75% of the students were strongly motivated after the treatment (Abuhaer, 2020). Another study showed that there was a significant difference on the implementation of hypno-teaching method in which the post-test score was higher than the pretest score (Lestari & Syarif, 2019). Hatimah & Megayuniar (2019; Briones et al., 2023; Susanto et al, 2023) revealed that hypno-teaching method could build the students' self-confidence, awake their interests in learning English and reduce the fear and dislike of English. This current study focuses on qualitative design which collects the data qualitatively to describe the process of implementing the use of hypno-teaching in English speaking skill, and this research design is still limited to this topic.

Based on the reason above, it is essential for the researchers to use of hypno-teaching in improving students' speaking skill in class. Thus, this current research aims to investigate how hypno-teaching can increase the motivation of speaking skill of the eleventh-grade students and how students respond to the use of hypno-teaching in learning speaking skills.

2. Method

The design used in this research was classroom action research which enabled the researchers to find out the improvement of students' speaking skill by using the hypno-teaching. According to Kemmis as quoted by Hopkins (Hopkins, 2014), "Action research is a form of self-reflective inquiry undertaken by participators in a social situation (including education) to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practices, and (c) the situation in which practices are carried out".

This research was done at Ummul Quro Islamic Boarding School located in Leuwiliang Regency, West Bogor, West Java, Indonesia. There were 32 students who became the participants. One class was conducted in this research and the had two meetings in a week of teaching and learning time, and each meeting had a 90-minute learning activity. The instruments used to collect the data were speaking test, observation, and interview. There were three cycles to do this research which included planning, acting while observing, and reflecting for each cycle.

After the data were collected, there were some steps in analysing the data including: (1) organizing the data, (2) reading all the data in details, (3) making the coding and analysis, (4) determining the codes, (5) deciding how the codes are described in narrative, and (6) making an interpretation (Creswell, 2018).

3. Results and Discussion
3.1 Results
Cycle 1 Observation
In this step, the teacher had been assisted by a collaborator to observe the result of the implementation of hypno-teaching. The speaking test's score was taken by asking the students to do the speaking test individually. The score is as follows.

Table 1 The Score's Average of Speaking Test in Cycle 1

Ratters	P	G	V	F	C	Final Score	KKM 70
Researcher 1	64	61	58	61	62	61.2	
Researcher 2	64	60	61	60	59	60.8	
Final Score	62.5	60.5	58	60.5	59.5	61	61<70

Notes: P: pronunciation; G: grammar, V: Vocabulary, F: Fluency, C: Comprehension

The result of cycle 1 data showed that the average score of each speaking skill; pronunciation was 62.5, grammar was 60.5, vocabulary was 58, fluency was 60.5, and comprehension was 59.5. The mean score of the academic score was 61. There were only ten students who passed the minimum completeness criteria (MCC) > 70 or 31.25 % who passed the MCC> 70. The result of cycle 1 data showed that there were less than 80% of students passed the MCC. Table 1 indicated that all components of speaking had increased which showed as follows.

Table 2 Students' Speaking Score Comparison (Pre-Test and Cycle 1)

Pre-test	Cycle 1	Improvement gained	% of improvement
52.25	61	8.75	16.7%

The result of the investigation from the pre-test for speaking was that the mean score was 52.25 and cycle 1 was 61 from 32 students. The stage of cycle 1 had a progress of 16.7% for the improvement in the speaking score.

Cycle 1 Reflection
After implementing cycle 1, the teacher attempted to do the reflection to analyse, evaluate, interpret, and draw conclusions based on the point of observation; speaking test, and teacher's interview. This activity found the aspects of how far the actions which had been done can solve the problem to get better solutions of the way of teaching. The successful actions during the implementation in this cycle were: (1) More students were interested to join the activity during the program, (2) The students spoke a bit more confidently to improve their speaking English, (3) The student's motivation and interest in learning English increased since the classroom activities were more varied and interesting. Meanwhile, the unsuccessful actions in cycle 1 include: (1) several students still did not engage in teaching speaking activity, (2) some students still mispronounced words, (3) few students were still unprepared well their performance, and (3) the target of minimum completeness criteria (MCC) was not reached. The following table shows the findings of cycle 1 and the recommended actions for Cycle 2.

Based on the findings in cycle 1, although there were students who had much improvement in confidence, the teacher still needed to continue into cycle 2. This plan was based on the enthusiasm of the students to speak more fluently in daily activities and to get high scores in

speaking lessons as well as the teachers' eagerness for the success of hypno-teaching in teaching-learning in the classroom.

Table 3 Recommendation and Findings in Cycle 1

No	Cycle 1	Reflection Cycle 1	The recommendation in Cycle 2
1	Using hypno-teaching to support learning activities increased the engagement of students in teaching speaking activities.	• The teacher found some students still did not focus and joined the activity. They did not have full attention to the teacher's teaching.	• The teacher needed more ice-breaking sessions and suggestion words to build students' interest in teaching-learning.
2	Using short text to prepare them for speaking test sessions, the students still lacked the vocabulary	• The teacher found some students had difficulties remembering the way how to start speaking until the last sentence or paragraph. • Few students were still shy	• More rehearsal and repetition were needed to empower the students' beliefs and to create enjoyable learning
3	A few students did not get the MCC score (70) and the average target score was only 12.5% from 80% of the speaking score	• The students needed the treatment to improve their speaking • Few students were still hesitant to speak	• Teacher provided more treatments for the students who got the low scores and allowed them to improve and practice their speaking.

Cycle 2 Observation

In cycle 2, the researchers and collaborator carried out some advanced actions to create an enjoyable atmosphere in the process of teaching-learning speaking. In this step, the teacher had been assisted by another English teacher as the collaborator to observe the result of the implementation of hypno-teaching. The score of the speaking test was taken by recording the students' voices individually during presenting their opinion about the issue of the topic. The score of the speaking test cycle 2 is as follows.

Table 4 The Average Score of Speaking Test Cycle 2

Ratters	P	G	V	F	C	Final Score	70 for MCC
Researcher 1	69	63	69	60	75	67.2	
Researcher 2	70	63	68	61	70	66.4	
MCC	**70**	**63**	**68**	**60**	**72**	**66.8**	**66.8<70**

Notes: P: pronunciation; G: grammar, V: Vocabulary, F: Fluency, C: Comprehension

Table 4 showed that the average scores of each speaking skill which include pronunciation was 70, grammar was 63, vocabulary was 68, fluency was 60, and comprehension was 72. The mean score of the academic score was 66.8. The progress of cycle 2 data showed that there were seventeen students or 28.1% of students who passed the MCC of 70. The result of the cycle 1 data showed that the academic's scores passing the MCC were less than 80% of maximum level of MCC. The total speaking score in cycle 2 showed that the speaking skill in cycle 2 had increased and could be indicated by the score and table from cycle 1 to cycle 2 as below.

Table 5 Students' Speaking Score Cycle 1 and Cycle 2 Comparison

Cycle 1	Cycle 2	Progress	%
61	66.8	5.8	9.5%

Cycle 2 Reflection

After finishing cycle 2, the teacher did the reflection on the purpose to analyze, evaluate, interpret and draw conclusions. He discussed the issues that emerged in classroom action research

based on the point of observation. The activity found the aspects of how far the action which had already been done could solve the issue to get better solutions in ways of teaching.

After doing the reflection on the implemented actions and scoring the students' speaking performance, the teacher and collaborator concluded the findings of cycle 2. There were some successful actions during the implementations in this cycle. For examples, (1) the ice-breaking in several sessions made the students raise their enthusiasm and interest in the teaching-learning activity, (2) The real-life story could improve the students' motivation in improving speaking skills, and (3) Positive words could make the students feel less shy and raise their confidence. Meanwhile, the unsuccessful actions in cycle 2 was that some students had not reached the MCC score of 70 and the average target scores only reached 66.8% of 80% average speaking scores.

Table 6 Recommendation and Finding in Cycle 2

No	Cycle 2	Reflection Cycle 2	Recommendation in Cycle 3
1	Some students had not reached the MCC score of 70 and the average target score was only 66.8% from an 80% speaking score	• The teacher needed some other interesting ice-breaking and real-life story in speaking skills	• The students who gained a low score should be treated by giving them more rehearsal and preparation before doing assignments and speaking on test

Cycle 3 Observation

In this step, the teacher had been assisted by an English teacher to observe the result of the implementation of hypno-teaching. The score of the speaking test was taken by recording the students' voices individually during presenting their opinion about the issue of the topic. The score of the speaking test cycle 3 is as follows.

Table 7 The Average Score of Speaking Test Cycle 3

Ratters	P	G	V	F	C	Final Score	70 for MCC
Researcher 1	75	67	76	63	75	71.2	
Researcher 2	71	65	73	65	73	69.4	
MCC	73	66	74	64	74	70.3	70.3>70

Notes: P: pronunciation; G: grammar, V: Vocabulary, F: Fluency, C: Comprehension

Table 7 showed that the average scores of each speaking skill which include pronunciation was 73, grammar was 66, vocabulary was 74, fluency was 64, and comprehension was 74. The mean score of the academic score was 70.3. The scores indicated that most of the students' speaking components were increased. The progress of cycle 3 data showed that there were twenty-five or less than 80% of students who passed the MCC. The total speaking scores data were shown 70.3. Besides, the teacher compared the speaking scores of students from cycles 2 and 3 which indicated that the speaking scores increased by 3.5%. The score and table of speaking improvement are as follows.

Table 8 Students' Speaking Score Cycle 2 and Cycle 3 Comparison

Cycle 2	Cycle 3	Progress	%
66.8	70.3	3.5	5.2%

Cycle 3 Reflection

After finishing cycle 3, the teacher did the reflection on the purpose to analyse, evaluate, interpret, and drawing conclusions. He discussed the issues that emerged in classroom action research based on the point of observation. The activity found the aspects of how far the action which had already been done could solve the issue to get better solutions in ways of teaching.

After conducting three cycles as well as based on the successful finding in cycle 3, the teacher had to stop his research in cycle 3. The data of cycles 1, 2, and 3 were compiled to make it easy to recognize the improvement process during the teaching-learning activity.

Table 9 The progress of speaking score MCC of cycles 1, 2 and 3

Cycles	Minimum Score of Speaking Scores
Cycle 1	61
Cycle 2	66.8
Cycle 3	70.3

After the three cycles were conducted, the current results found that there were 7 students had been interviewed, and 6 of them stated that learning activities using hypno-teaching could make them optimistic and improve their speaking skill. These data are supported by the statement of 2 participants below.

Student 2 : "I feel it's a bit easy to learn. You also said that wrong is normal, normal is good, so from there I felt it's okay if I make a mistake, don't be afraid of speaking English even though I was still a bit worried but calmer".

Student 3 : "I feel that my motivation in learning has increased, sir. I want to be able to speak like a story you told about someone who can speak because of a misunderstanding with a foreigner."

Moreover, all the students who had been interviewed by the researchers also stated that hypno-teaching in the classroom created a positive atmosphere which was reflected by a fun learning activity as it is said by two students below.

Student 2 : "I am happy sir. We played games a lot, kept learning and watched the videos. There were also motivational words. That makes learning different. Usually, we just look at the book, memorize it, and come forward. This makes me sleepy".

Student 3 : "It's fun because that's not the usual learning activity we already had. Most of us in the class usually memorize, stay silent, and listen to the teacher's explanation".

Meanwhile, the English teacher pointed out that the students who joined the classroom activity with hypno-teaching felt less worried when being asked to do the assignments. This happened due to the fun activity managed by the teacher. As it is stated by the teacher.

"I think using that way of teaching (hypno-teaching) increases the students' interest because it is fun. Obviously the students love it. By the way of teaching that I have done, we can create a different atmosphere. Let's say from negative to a positive atmosphere which is reflected as fun learning. They laugh, feel happy, and enjoy learning activities".

3.2 Discussion
3.2.1 How hypno-teaching can increase the students' speaking skills
After analysing the data comprehensively, the researcher found the evidence to be discussed. It was disclosed that 32 students of the eleventh grade were getting much more progress in being active in the classroom not only motivated in learning to speak but also increased their speaking scores.

This result was strengthened by the scores of teaching-learning in cycles 1, 2, and 3 as it was found from the data there was an improvement in speaking scores. The score in cycle 1 was 61 or 78 % where only 10 students passed the MCC. Cycle 2 was 66.8 or 53% and there was an

improvement to 17 students who passed the MCC. Cycle 3 was 70.3 or 78% reflected by 25 students who passed the MCC. It indicated that there was an improvement in teaching speaking by hypno-teaching. This result is in in with a study conducted by (Maftuhah et al., 2023) who reported that hypno-teaching could reduce the students' anxiety in speaking English. In addition, hypno-teaching was believed to make students motivated (Syahfutra, 2021) and have more courage in speaking English (Rianto, 2020).

This current research also found that the fun activity in the classroom made the students feel joyfull and relaxed which means they were less worried to do the activity. This is supported by (Rahmawan, 2022) who stated that hypno-teaching had reflected in every learning activity and it made students have more spirit to practice such as feeling relaxed, happy and have more confidence. The finding of the research also showed a similar result to the previous study by (Abuhaer, 2020). He found that the hypno-teaching method improved the students' speaking skills while the result of data analysis from the questionnaire showed that 43.75% of students could be categorized as strongly motivated students after the treatment. Thus, it is concluded that hypno-teaching could improve students' motivation in speaking learning. The finding is also supported by Anokye (2022) on the aspect of motivation in students learning. The findings revealed that the students were instrumentally encouraged to learn English compared to integrative and personal motivation.

3.2.2 The students' responses to the implementation of hypno-teaching in learning speaking

The implementation of hypno-teaching to improve students' speaking skill had a relationship to the atmosphere of the classroom during teaching-learning activities. The teacher had already provided some fun activities to promote playful conditions which could create students' mental positivity so that they willingly joined and engaged in the teaching-learning process.

Based on the data interviews with students and teacher, it showed positive responses that the classroom activities or the condition during teaching-learning activities created a positive atmosphere which was in line with the improvement of the student's speaking skill. This data is supported by the previous study conducted by Rahmaniah and Rohman (2020). The result of the study showed that students' speaking problems were reduced, and the students were more confident after the teacher used hypno-teaching, in which the teachers gave positive words repeatedly to the students. Furthermore, the students were more relaxed and enjoyed the learning process.

The researchers concluded that hypno-teaching was a suitable method for reducing students' speaking problems and helped the teacher manage the classroom in the learning process. Related to this research, one study showed that there were three emotions to be proficient in speaking such as enjoyment, anxiety, and boredom. It was then said that enjoyment had the highest correlation with motivation and skill in speaking (Tsang & Lee, 2023). Therefore, after the researchers explained and connected this hypno-teaching research with previous research, it showed that the theory of hypno-teaching could manage the class as well as make the students enjoy the learning activity. However, this study has some limitations such as the responses of the research that only focused on one Islamic boarding school and interviewing one English teacher.

4. Conclusion

Based on the results and discussion, it is then inferred that hypno-teaching could improve the students' motivation in speaking skill. Based on the data of 32 students in semester 2, it was found that there was positive feedback on hypno-teaching and that it could improve the students' speaking skill. The speaking average score of the students in cycle 1 was 61, cycle 2 was 66.8, and cycle 3 was 70.3. Although the maximal passing score was less than 80%, It was 78%, and the students reached 70 for MCC and that showed 25 students passed for minimal mastery criteria.

The students' interviews and collaborator's interviews supported the data that hypno-teaching could improve the students' speaking skill. Most of the students said that hypno-teaching made them enthusiastic to learn English, especially speaking. This could happen due to a positive

atmosphere during teaching-learning through simulations such as games, quote motivation, or case studies from people who experienced improving English speaking. These activities made them not only motivated in learning but also made them confident to speak. In every cycle, most students responded that the utilization of hypno-teaching could help them motivate their learning and it was interesting to do. It had been supported by the collaborator's response to hypno-teaching that he mentioned the students' scores and enthusiasm showed an advanced improvement in their speaking.

It is thus recommended that English teachers need to manage the time as effectively as possible by considering the duration of time given in each activity. Also, English teachers should give the students a list of vocabulary or ask them to always bring a dictionary because their vocabulary mastery is still poor. In using hypno-teaching during the learning process, it is advisable to have a lot of material provided by teachers such as games, quotes, or case studies related to the topic of the lesson as well as their ability to create a fun learning in the classroom and induced the motivation to the students. In the context of students, they need to explore and develop learning materials delivered by teachers with hypno-teaching-based English teaching and learning, especially in speaking. In addition, students should be more active in learning English not just depending on the materials given by teachers in the class. They also should increase their vocabulary by reading books either fiction or non-fiction

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